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ABSTRACT

Teachers who do not continually progress, regress. There are four main streams of in-service teacher education: advanced study towards academic progress, advancement as teachers, professional regeneration, and advancement towards new or special objectives. In-service training must bring about the continuous revitalization of a teacher. Changes are recommended in the concept and practice of in-service teacher education along each of the four streams menticned, particularly as they pertain to Israel. These changes include giving the responsibility for teaching a subject throughout a whole system to department heads of postprimary schools, encouraging further academic advancement, and founding a Council for the Pedagogic Guidance of Education Workers. (JA)

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MINISTRY OF EDUCATION AND CULTURE

Division of Teacher Education

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"A NEW LOOK" AT THE CONTINUING EDUCATION (OR IN-SERVICE TRAINING) OF EDUCATIONAL WORKERS

SECOND DRAFT - APRIL 1972

SUBMITTED BY

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P r e f a c e

The history of further study (or in-service education) for teachers in Israel has been linked from the outset to the history of the Hebrew school. The Federation of Hebrew Teachers in Israel, from the date of its establishment in 1903, saw as its principal duty the advancement of the teacher, his training and his further study. An especial impulse was given to the institutions of further study in the last decade and a half, and this was to a considerable extent due to the late Dr. Abraham Bartana, who was then Deputy Director General of the Ministry of Education and Culture responsible for the training of teachers and their in-service education. The scope of the activities was widened; their form and subjects were very much diversified; and a continuous effort was made to give them a higher standard and greater depth.

Special mention must be made of the cooperation between the Ministry of Education and Culture and the Federation of Teachers in Israel, through the Joint Central Committee for In-service Education, and through the branches of the Federation in all parts of the country; and the cooperation between the Ministry and the Organization of Post-primary Teachers and the Institutions for Higher Learning.

As stated, special credit is due to the late Dr. Abraham Bartana for the development of these institutions for further study in the first half of the above-mentioned period. Together with him the following worked in turn as Directors of the Department for In-Service

Education; the undersigned(as Director of the Department for the Training of Teachers and their Advanced Study) Mr. (now Dr.) Joseph Bashi, and Mr. Shlomo Chayon; and as Director of the Unit for the Training of Post-primary Teachers and their In-Service Education, Dr. Pinchas Blumental. The undersigned replaced Dr. A. Bartana as Deputy Director General of the Ministry and at the present is Director of the Division for the Education of Teachers.

Within the revised organisational framework of the Ministry of Education and Culture, during the past few years, there exists the need to build anew the above Division and to merge within it the two Departments which are involved in further study for education workers into one comprehensive and unified framework. Whilst expressing satisfaction with achievements to date - both quantitatively and qualitatively - the need exists to formulate a new approach to the structure and content of advanced study itself. Such a new approach is proposed in the following pages.

A paper entitled "Advanced study for educational workers - draft of a proposal for structure and contents" as drawn up by the undersigned in January 1972. The Pedagogic Secretariate of the Ministry of Education and Culture discussed this paper in its meeting of March 5, 1972 and gave its approval in principle, that this paper should serve as a basis for action. In the edition hereby presented some corrections have been made as a result of

requests arriving from that discussion and some small changes have been introduced which were suggested otherwise.

This document ("the second draft") should also be regarded only as a platform for further discussion by various bodies (for example: the Federation of Teachers and the Organisation of Post-primary Teachers, the Supervisors' Councils and so forth) before suggestions be put into effect.

It should be emphasised that this suggestion includes details for the further education of the classroom teacher (including the kindergarten teacher), and not for the advanced study of head-masters, counsellors, supervisors etc. To this aspect of the work a special proposal must be devoted.

Note: Various English terms are used in this document (which is a translation of the Hebrew original) to describe the same framework of activities: "Advanced study"; "advanced education"; "further education"; "further study", "in-service education,etc., all denote the educational or professional activities whose purpose is the personal and professional advancement of the educational worker after the termination of his or her initial, formal, training.

Emmanuel Yafeh

Chapter One: Basic Principles

1. There is no training today, nor can there be in the future, (and perhaps, there never was) which will prepare the teacher for all tasks which he is destined to face, or which will equip him with all the education, professional know-how, aptitudes and skills, which he will require for his work.

2. Teachers who do not make continuous progress do not merely stand still or "stay where the are" but also regress, become retarded more and more, and in the course of time lose completely any "significance".

3. It is not possible today to base the education of teachers on pre-service training or on initial training only: the education of teachers is a process which is continuous and sequential and progressive, and which comes to an end only at the conclusion of the teacher's career. Indeed the objectives of training have to be divided intelligently between the two stages of pre-service and in-service.

4. Just as pre-service training is based upon graded and co-ordinated steps, so must the in-service training of the teacher also be co-ordinated with the process of his professional development and be based on both progressive steps and "developing spirals".

5. In-service training must bring about the continuous revitlaization of the teacher, as a person and as a professional; to replace

what was missing - and much is bound to be missing - in pre-service education it has to give the teacher a supplement of general and professional education to broaden his vision, to prepare him for new or varying objectives and for additional responsibilities, and has to serve as an instrument for advancement and continuous improvement and to become for him a source of satisfaction.

6. The main streams of in-service education should be:

(1) "Advanced study" for the purpose of ungrading (for example, towards a qualification) or academic progress.

(2) "Advanced Study" - for the purpose of advancement within the profession - as teachers.

(3) "Advanced Study" as revision, for the purpose of professional regeneration.

(4) "Advanced Study" towards new or special objectives.

(5) Other "Advanced Study": training for positions outside teaching itself, training for research work, activities for social character, hobby, development, etc.

7. The sequential continuity of pre-service and in-service training is not only in the interests of education and the pupils, but is also likely to give the teacher a sense of power, of creative joy and of "significance', and will raise his status in his own eyes and in the eyes of others, and even may prevent fatigue and dropping out from the profession.

8. In order to implement the program in its varied objectives and numerous contents it will be necessary to establish a wide-based system of institutions, courses, advanced study centres, etc., with a well-though-out division of responsibility and powers between the various frameworks and institutions. Maximum decentralization of powers should be achieved in order for the system to be efficient and in order that adaptations be made for local requirements and conditions.

9. There is a need for unification, for integration, of all sorts of existing "pedagogic care of teachers" and an elimination of the present distinction between supervision and guidance and their terms of reference; between "in-service training" of all sorts and"continuing education"; and between supervision of the teacher as a teacher and his guidance as a "permanent student" .

10. There is also a need to determine the conditions and incentives for those receiving in-service training, such as the obligation to undertake further study of specific sorts at definite periods of times; the payment of fees for the teacher who undertakes such training and sometimes also the repayment of travel and other expenses; or the granting of residential facilities; the determining of an advancement ladder in the profession or in the job, determining financial rewards for the above advancement or for "advanced study" of a specific scope etc. In particular there is room for the development of the existing "advanced study funds" and even to obligate the teacher to be a member of one of them.

11. It is desirable to create a comprehensive "thinking framework" for all the teachers' training system (pre-service and in-service training together as one comprehensive objective" in which will participate the central office of the Ministry of Education and Culture and its regional offices, educational workers and teachers of all kinds in the field, scientists and the Institutions of Higher Learning, teachers' organisations and perhaps also persons from various sections of the public.

Chapter Two: Organisation for Continuing Education

1. The Council for Pedagogic Guidance for Education Workers.

A broadly based body which would meet twice a year to discuss the broad questions of teachers' training, their advanced study, supervision, and all that might be included in the term "Pedagogic Guidance". The council will advise the Division for Teachers Education, and the Ministry in general, and would follow closely their activities in these spheres.

On the council will sit representatives of the Ministry of Education and Culture, the Federation of Teachers, the Organisation of Secondary School Teachers, the schools of education of the universities, staff of the Teachers Colleges, persons selected from the institutes of higher learning and from the public, and others.

2. The above council would also fulfill those functions which have been fulfilled by the Joint Central Committee (of the Ministry of Education and Culture and the Federation of Teachers in Israel) for In-service Education of Teachers", but there is also room the establishment of other "joint committees" alongside the council.

In addition, if it should be found necessary, alongside the council should function a "Standing Committee" from within the council which would meet more frequently (see "Council of the

Department" below).

3. The Division of Teacher Education at the Ministry should function in accordance with terms of reference laid down by the Ministry and by the Pedagogic Executive. Within the framework of the department should function the Department for the Advanced Study of Education Workers, and within it a Unit for Schools for Advanced Study, whose main function would be the operation of a system of various schools for advanced study, whether they be independent or whether they operate within the framework of other institutions.

4. A "Division Council" would be set up in the Division on which would sit the Division head and the heads of the Departments and units included in the Division, and a representative of the Department for Religious Education. When necessary, this council could meet together with the Standing Committee mentioned above.

5. The Department for Further Study of Education Workers will operate within the framework of the Division, as stated above, and details of its activities are given in the following chapters. Below is a description of the duties of Director of this Department as drawn up for the purposes of a tender for this position:

A) The collection of information and preparation of forecasts of of the requirements and forms of advanced study for workers in education at all levels - through or with the help of the Ministry's

planning unit; the planning of the required courses and institutions for advanced study; carrying out research and follow-up on the advanced study activities and drawing conclusions from them; all the above in order to implement the decisions and policy of the Ministry, of the Pedagogic Council, of the Division of Teacher Education, and the other central bodies in the Ministry.

B) Initiating and planning national further study institutions for education workers and dealing with the implementation of their work directly or through "agents" or together with institutes and organisations outside the Ministry; implementing further-study activities required by the actions of the Pedagogic Executive, the educational television, the professional Division of Curricula, and so forth.

C) The provision of the required assistance inspectorship and services to the regional offices and other frameworks in the Ministry, in order that they may initiate, plan, organise, and direct advance study activities in their regional or professional spheres; the planning of "refresher courses" for workers in education in accordance with the varying requirements of the educational system at all levels and their direct or indirect implementation or the provision of the required help for their performance as stated above; the raising of education workers of all kinds in the academic ladder or its equivalents; the establishment of lines of study and their implementation with a

view to the advancement of the education worker in the system (such as the advancement of a teacher to the position of school principal, etc.); the planning and implementation of any other activity whether permanent or periodic, and any other activity for the purpose of further study or the advancement of education workers as may be decided upon.

6. The Regional Offices and Supervision (regional and professional): see detailed analysis in Chapter 3, below.

7. The Institutions for Higher Learning and others:
See details in chapter 4, and subsequent chapters below. To this bracket we would add also the Teachers Colleges, Regional Colleges, Science Centres and so forth.

8. The Federation of Teachers and the Organisation of Secondary-school Teachers:
As well as their participation in the Council for Pedagogic Guidance for Education Workers and in its standing committee (see Section 1 above) they would retain independent spheres of activity in further education, in social and cultural activities, and so forth. See, for example, details in chapter 8 below.

9. Advance Study Funds are given short mention in this proposal, but they must be regarded as a fundamental condition for any activity and it is necessary to broaden and reinforce their status in order that they may serve as a central instrument towards

advanced study. It will be necessary to make membership of one of the funds conditions for certain advanced study activities (for example, partial assistance to students for a university degree would only be given to members of the fund, as they would be able to undertake, when the time arises, a full year's study in order to conclude their studies).

Chapter III: Guidance and Supervisory Structure

The structure for advanced study, the main principle of which is "re-education" or "periodic revitalisation" of education workers cannot be built without co-ordination with an incorporation in the guidance and supervisory structure, and many of the principal proposals for the advanced study structure below are not designed and cannot be put into effect other than on a background of such co-ordination and incorporation. It is proposed to examine the guidance and supervisory structure on the following lines:

1. In each of the six Districts of Education there would be a supervisor responsible for further study activities for workers in education. This supervisor or inspector will be administratively subject to the District Director and "professionally" (on questions of further study) to the Director of the In-service Education Department at the Ministry (with regard to national activities) or to the District Director (with regard to activities peculiar to the District). The supervisor would have a deputy - who would be a person with a different orientation (if the responsible supervisor comes from a state education background, then his deputy would come from a state religious education background and vice versa).

   Alternative proposal: in each district, a further study unit would be established which would be under the District Director and linked professionally to the Director of the Department for In-service education. The unit would have two departments - state

and religious - and its function would be to plan and deal with the performance of further study activities in the District and to follow up these activities.

2. The District would be divided into Regions for state and religious supervision and guidance, at the head of each would be a Regional Supervisor (perhaps from amongst the present day general supervisors) This supervisor would be responsible for the organisation and regular functioning of the educational institutes (state and religious) at all levels in the area, and for their supervision and control. He would also be responsible for the further education of education workers in his Region.

3. Nothing of the above should prevent the possibility that the Regional Supervisor would act also as a "general" or "subject" guide in institutes in his Region or in some of them or in any specific level of the educational structure in his Region.

4. In matters of further study the Regional Supervisor will be answerable to the District Supervisor or to his deputy, in accordance with section 1 above.

5. The every-day guidance of workers in education in the Region will be in the hands of professional counsellors or guides - whether regional or district or even national (depending upon the subject and the extent of his jurisdiction in schools). Suggested below are two possibilities, one of which does not exclude the other, and it would be advisable to find some combination of both:

a) in post primary schools counselling would be done by teachers who are Heads of Departments, in conjunction with the supervisors on their subjects; in primary schools by professional counsellors (see below in Chapter 5 on the question of further education for professional advancement), who would continue to teach as part of their job, and also by tutors etc., all of whom would work under the above supervisors; in the kindergartens and for the younger age groups by the supervisors for the kindergartens.

b) In areas or towns or parts of cities where the reform of the structure of educational institutes at all levels has been achieved, the heads of departments ir post-primary schools (comprehensive or otherwise) will be responsible for the teaching of their subjects throughout the whole system including the primary schools and the kindergartens, and their jobs would have to be defined in accordance of this.

Example

The teacher who is responsible for the teaching of mathematics in the local post-primary school would guide and direct the kindergarten teachers, the primary school teachers linked to his institute and everybody connected with the teaching of mathematics in the area; namely, he will be responsible for the teaching of all mathematics in his area - from age 2 or 3 to age 18, subject to the national or district supervisor for the teaching of mathematics.

6. A recommendation of the"Committee for the Examination of Jewish Primary Education in Jerusalem" (in Chapter VIII of its report, submitted to the Director General of the Ministry of Education and Culture and to the Deputy Mayor of Jerusalem on 23.7.71), with reference to the organisation of a city (in this case Jerusalem) or the organisation of an area for the purpose of dealing with the educational system and every institute in it, may be apt here. It is suggested there to establish Municipal Headquarters in which would participate all the local authorities and the Ministries which handle educational and welfare problems and social care, and the like; in conjunction with these Headquarters, neighbourhood and area headquarters, or headquarters for groups of institutes with similar problems would operate; and subject to these, interdisciplinary teams in each one of the
2 educational institutes. This proposal (see below) appendix B where the section referring to this matter is reprinted with some slight omissions can be adapted for rural or other areas.

Chapter 4: Further Study for Academic Advancement

1. Any educational worker who makes a request to progress on the academic ladder will be helped by the Ministry of Education and Culture. The Ministry will even act as far as possible to encourage all education workers to take further studies in this direction.

2. "Progress on the academic ladder" here refers to progress of workers in education as follows (examples):

   a) Unqualified teachers will study in order to become qualified.

   b) Graduates of the two-year Teachers College (qualified teachers) will take the third year programme at the College to become qualified as Senior Qualified Teachers.

   c) Qualified teachers or senior qualified teachers will study towards a first degree at the university.

   d) A worker in education with a first degree as above will study for a second degree.

   e) Holder of second degree, will study for a doctorate, and so forth.

3. The Ministry of Education and Culture will assist the student in this stream by providing a conditional load (a loan which turns into a grant after the fulfillment of the conditions linked to it to cover fees and when necessary also to cover travel and other expenses.

The loans will be granted provided that an undertaking is given to serve an additional year for every year of the loan (or as may be proposed by "the Incentives Committee").

4. It will be necessary to decide:

a) If an education worker will also be given free time during work hours for the purpose of this advanced study and what will

b be the extent of such free time.

b) The conditions under which a further study increment will be given as a condition to the salary of the education worker, that does not progress to a higher salary scale as a result of this study (for example, in the event that he does not

2 obtain the degree for which he studied.

5. Spheres of responsibility for operation in this stream will be as follows:

a) The Department of In-service Education at the Ministry, in accordance with the terms of reference of the Division and of the Council for Pedagogic Guidance for Education Workers (see above in Chapter 2 Section 1, 3), shall determine the instructions and guide-lines on this subject for the whole of the country.

b) The above Department (or the Division) where necessary) will direct the negotiations with the institutes for higher learning concerning conditions of admission for study; concerning the adaptation of courses for the requirements to the needs of

teaching; with regard to the accumulation of "credit points", and so forth; and will decide upon lines of activity of the streams or courses in the Regional Colleges, in the Teachers Colleges or other institutes under the jurisdiction of the Ministry or maintained by it.

c) The guidance for each education worker, his approval for advanced study, the fixing of assistance which will be given to him (in accordance with National directives), the followup of his studies and of the fulfillment of his obligations, and so forth, shall be done by the District. Even the establishment of pre-academic courses (for example, courses for teachers and kindergarten teachers who are not qualified) in places where these courses would not be established in Teachers Colleges or in other permanent frameworks, shall be in the hands of the Districts.

Chapter Five: Further Study for Professional Advancement

1. Up till now the advancement of the education worker has been dependent upon his ceasing to teach: a teacher becoming a headmaster or a supervisor, etc. It is necessary to create possibilities of advancement within the profession, and the Ministry of Education and Culture must determine a ladder or ladders for such advancement in order to encourage the worker in education, who is fit to do so, to advance on the ladder or ladders, and even to provide him with suitable assistance. Examples of advancement within the profession or of "professional advancement" are given below:

   a) Senior qualified teachers, general or specialist, will undertake advanced study in order to obtain the position of teacher-counsellor(whose job would be divided into half time teacher, half-time teacher-counsellor) or head of department in primary education, or as tutor for student teachers during the period of their "stage" (it is necessary to determine the details of this "stage"), or as teacher-tutor for students at the Teachers Colleges, etc.

   b) A post-primary teacher with a second university degree will undertake advanced study in order to achieve the above in post-primary education.

   c) A senior qualified kindergarten teacher will undertake advanced study in order to act as a Head Kindergarten Teacher

in kindrgartens with several classes which are attached to heads of institutes, including "independent" kindergartens, see comments at the end of the Preface, above).

2. Such advanced study will only be open to workers in education who would fulfill certain conditions, for example:

a) Three or more years of experience at their present scale.

b) A positive professional reference from the direct supervisor or senior and so forth, as shall be decided.

c) If possible (and methods should be determined for this) - both a positive reference on his character and good ratings on personality tests and the like.

Comment

An attempt should be made to use the assessment data in the District Offices in this purpose.

3. Any financial or other assistance from the Ministry shall be conditional upon service as will be laid down by the "Incentives Committee" or by another body in the Ministry.

4. The Ministry of Education and Culture will bear the expenses of the studies in this category, and, when necessary, travel and other expenses, or part of them. The Ministry will also concern itself with the establishment of a suitable framework for the necessary courses - either within existing institutions or by the establishment of special institutions. See section 7 below.

5. The Districts will propose suitable candidates to the Department in accordance with its guidelines. The Department will deal with their studies and will "return them" to the Districts, while the Districts will deal with their integration into suitable work and will follow up the work they do in the future.

6. It will be necessary to lay down (in addition to details of the advancement ladder as above or advancement scales and in addition to the conditions mentioned in sections 2 and 3 above):

a) what will be the powers, duties, work conditions and benefits for each stage or position in the ladder, or ladders, decided upon.

b) the davnced study requirements and the programmes of study for each stage.

c) whether an education worker who undertakes advanced study in this stream will also receive partial release during work hours and what will be the extent of such release.

d) what will be the advanced study benefit - if such a benefit is given - to those who complete their advanced study, but are not found to be suitable for advancement on the professional ladder or who do not find work at a higher level and who would have to return to work in their present positions.

7. The carrying out of advanced study programmes in this stream shall only be done in the existing institutions (higher education institutes, regional colleges, teachers colleges and so forth). Or in institutions which will be established for this purpose

8. We give below, as an example, a section from one of the suggestions submitted for advancement ladders within the profession:

a) classroom or subject teacher

b) head of department (senior subject-teacher)

c) teacher-counsellor (for fellow teachers)

d) teacher - tutor for beginning teachers (during "stage")

e) tutor - teacher for college students at practice teaching

f) headmaster of a group of classes

g) head of inter-disciplinary team

Chapter Six: Further Study as Refresher Courses

The further study described here is designed to refresh and add knowledge in teaching subjects and in educational work which is essential to any worker in education periodically. As well as refreshing and broadening the knowledge of the subject taught this advanced study will also include a study of actual problems of the world, of the diaspora and of the state, a study of educational thought, a deepening of knowledge on pedagogic and psychological subjects, etc. Refer again to principle 3, chapter 1, above.

2. This advanced study will be obligatory for all education workers who have not undertaken any study course during four years with a view to academic advancement (see Chapter 4 above) or with a view to professional advancement (Chapter 5). However, instead of taking this course in the fifth year of any five-year-period, the education worker can bring it forward to any year in that period if he knows in advance that he will not be able, or will not want to study, in the other frameworks.

   Comment: It has been suggested that all education workers be obliged to undertake this further study even if they have studied in the other frameworks above.

3. The courses of study shall be spread over a full year, in the afternoons and in the evenings (for example: twice a week, two hours each time, or as shall be laid down) and in addition to this, intensive courses of one to several days during the vacations (this will also be decided upon; totalling 150 hours).

4. It will be noted in the education worker's file in the Ministry of Education and Culture that he participated in this study course, that he fulfilled all the requirements and completed the course successfully. He will also receive an authorisation to this effect. This advanced study, however, as it is compulsory, will not give any rights or benefits. On the other hand, failure to take part in it will bring about a freezing of the teachers seniority and he will not be able to put forward his candidacy for an administrative position, etc., or for any other advancement.

5. It will be necessary to lay down whether the teacher will be released during work hours, and for how many hours, for the purpose of this study. It is proposed to release him for two hours each week for the proposed four weekly hours of this course.

6. The District Offices will be responsible for ensuring that every education worker who is obliged to undertake such a course of study (see section 2 above) does in fact do so. Also the establishment of suitable courses and their administration will be the responsibility of the Districts, in accordance with the guidelines of the Department for In-service Education.

7. Programmes for this course of Further Study will be different for the teachers of the various subjects, and for the various stages of seniority and experience. They will be adapted for their requirements and even be changed and adapted to the changing requirements of the educational system, or the actual problems of

the time. The general lines of the programmes shall be proposed by the Department for the Districts, or will be submitted by the Districts for approval of the Department.

Chapter Seven: Further Study towards Specific Objectives

1. Every worker in education will be obliged to undertake a course of study towards new objectives, which will be decided upon for his sphere of work by the Ministry of Education and Culture, or towards changes in this framework, in its programmes or in its methods, at any time when this may be decided upon.

2. Such obligation will not bee dependent upon any other obligation, for example, refresher courses (see Chapter 6 above), but in any event it will be necessary to decide in advance if it is possible to consider it as part of any other advanced study, or whether it will entitle the worker to "credit points" for the obtaining of advanced study benefits. His participation in courses will be noted in the personal file of the educational worker.

3. These studies will be done during the afternoons and evenings or during holidays, unless it is decided otherwise, and only where it is decided otherwise.

4. The special objectives which are discussed in this chapter might be permanent objectives which recur every year or one-time objectives or other objectives. Examples:

a) Permanent objectives

aa) Days of preparation at the end of the summer vacation for education workers who are about to begin new work, such as: the teaching of a new subject, teaching of a different calss, teaching in a school of a different character or with a different type of population, etc.

ab) Use of television and aspects of "educational technology" where it is necessary to renew or deepen the teacher's knowledge from year to year.

ac) The improvement of the Hebrew spoken by education workers at all levels

Comment: It is desirable to include this last subject in all advanced study frameworks.

ad) Special advanced study guidance for beginning education workers, for soldier-teachers, etc.

b) One-time and other objectives

ba) Preparation for the teaching of a new syllabus which has been issued, or for the use of new methods and aids which have been agreed upon.

Comment: There are those who propose that no new syllabus or new method be put into use prior to such preparation being given.

bb) Preparation for a particular objective of the time, such as the absorption of large numbers of immigrant children from a specific country.

bc) Preparation of "study packages" for various subjects or for various activities by education workers in guided groups.

bd) Study of special research publications which require taking a stand or drawing active conclusions by the"workers in the field"as a result of their publication.

5. Further study activities under this heading may be of varying lengths, ranging from a single day of study or even a two-hour afternoon meeting to a course of several days or a series of weekly meeting during several months.

6. Further study activities under this heading may be arranged in accordance with the suggestions of the bodies likely to require them: the District Offices, the Division of Curricula, Development Educational Television, the Centre for Scientific Education, the professional supervisors, etc. When necessary, the Pedagogic Secretariate will decide upon the selected objectives for each year.

7. Implementation of these programs will be in the hands of the District Offices, except for national or supra-regional activities, in which case the responsibility for their implementation will be in the hands of the Department. In any event, the guidance of the education worker as an individual (his referral, registration and the follow-up of his studies, etc.) will be part of the responsibility of the District Offices.

Chapter Eight: Other Further Study Activities

1. Any group of education workers may suggest to the District or to the Department or to the supervisor in charge of any subject, according to the subject or with reference to any school or area and its requirements, any further study program (including hobby activities). The District, the Department or the supervisor, whichever may be the case, will decide if it is desirable to assist in covering the cost of the course (up to its complete maintenance) and if this assistance will be dependent on any conditions.

2. Course or periodical meetings connected to the continuous guidance of education workers (for example, the study of methdological problems) will be arranged where necessary by the District or by the area supervisors or by the subject supervisors.

3. General cultural activities, social activities, the study of hobbies (where they have not been approved in accordance with section 1 above), and the like, shall be organized by the teacher organisations and not within the framework of further studies proposed herein

4. The training of education workers for administrative, counselling and supervisory positions, etc., and their in-service education (as distinct from further study for the purpose of professional advancement, the main point of which is the teacher's continued employment in the "classroom") shall be carried out in special institutions for this purpose or in special courses within other institutions.

On this subject a separate paper will be prepared, as mentioned already.

5. The Department will examine and propose in co-ordination with the various persons or bodies responsible, further methods of advanced study such as through television or radio, correspondence courses, advanced study activities in Pedagogic Centres, exploitation of "Nature Centres" and museums for the prupose of advanced study, and other.

6. Further activities which will be undertaken in connection with in-service studies:

a) the establishment of a center for bibliography and teaching and counselling aids, which would be run jointly by the Division of Teacher Education, the Division of Curricula Development (mainly through the Pedagogic Centres), and other boides.

b) The organisation of follow-up studies, surveys and research projects, etc.; the preparation of instruments for the appraisal of further study; the determining of methods of registration and documentation with regard to further study, etc.

c) The setting up of a system of grants, bursaries, conditional loans and further study benefits and other incentives connected with advanced study, in co-ordination with the "Incentives Committee" and within the framework of agreements with the organisations of education workers.

Appendix A: The Division of Responsibility for Activities (a summary)

The executive body	Further study for - Academic Advancement (Chapter IV)	Further study for - Professional Advancement (Chapter V)	Further study for - Refresher Courses (Chapter VI)	Further study for - Specific Objectives (Chapter VII)
Pedagogical Secretariate	General decisions	Deciding upon advancement ladders "in the profession" and relevant matters.	Deciding upon or approving lines of "revitalization"	Deciding upon the selected objectives for each year.
The Division and the Department	Laying down national guidelines. Negotiations with the universities, etc. Laying down lines of action for the Teachers Colleges, etc. Deciding upon the budgets (taking into account the forecasts and the demands of the Districts, etc.)	Laying down national guidelines Direct control or management of courses such as the courses in Schools for Further Study).	Laying down national guidelines and programs for various categories of education workers. Approval of District suggestions	"Mediating" between demands for study and the Districts. Direct responsibility for national or "supra-regional" activities.
The Districts	Referral of education workers to courses. Decisions on financial and other assistance. Follow-up of the studies of each individual worker. Submission of forecasts and budgetary demands to the Department. Local negotiations with various institutions. Establishment of local courses where necessary.	Proposal of candidates for such advancement. The absorption of education workers on the completion of their further studies, their employment and follow-up. Note: see relevant details in the previous column (Chaptor IV).	Responsibility for all activities in the District within the term of national guidelines or in accordance with approved District proposals.	Proposal of special local objectives for each year. Responsibility for all implementation within the District. Guidance and follow-up of each education worker.
The Division of Curricula Educational Television, subject supervisors, etc.	Proposal of candidates and programs where neede	Proposal of candidates and programs where needed. Supervision of individual studies.	Proposals of programs and objectives	Proposal of programs and objectives.
The Universities etc.	Existing courses adapted to needs of educational workers. Establishment of special courses where neccessary.	Establishment of new courses or adaptation of existing courses to needs of "in-service education"	Action according to the requirements of the District or as may be decided with regard to various categories of education workers.	As the case or the topic may require.
Teachers Colleges, Regional Colleges, etc.	Action within the existing frameworks or establishment of special courses, as the case may be (e.g., for non-qualified teachers).	As on the left.	As on the left.	As on the left.
Various	University schools for "in-service education" will be established as required.	Schools for "in-service education" will be established as required.	In accordance with objectives or with the needs and requirements of the Districts.	As on the left (Chapter VI).

Appendix B: Excerpt from the Recommendations of the "Jerusalem Committee" (From Chapter Eight "For Further Action" of the Report and Recommendations of the Committee for the Examination of Jewish Primary Education in Jerusalem, 1971):

"It has already been stated in this report that the committee sees its activities only as a beginning, as a first stage for continued action. In view of this it proposes to establish a system of permanent bodies which will undertake objectives as follows:

"a) The Central Committee for Education in Jerusalem (several names have been suggested for it, such as "The Jerusalem Education Headquarters", "The Local Pedagogical Secretariate in Jerusalem" and others): The Central Committee will replace the committee which submitted this report but will not only involve itself in a one-time examination or even in periodic examinations of the local education system (and not only that of primary education), but also in long-term and short-term planning, in the operation of area bodies and other bodies down to the staff of each school and to neighbourhood directors, etc. The committee will work in conjunction with all the bodies connected with its work, such as the Ministries of Education and Culture, Welfare, Health, Labour, and Interior; the Jerusalem Municipality and its various departments; the police; the division for religious education in the Ministry of Education and Culture; the centre for independent education ("Agudath Israel"), and others as well as with voluntteer, public and other bodies.

"It is proposed within the framework of the recommendations that at the head of this central committee will sit the Director of the Jerusalem District, and its members will be: the director of the Department of Education of the Municipality of Jerusalem, a representative of the Pedagogic Secretariate in the Ministry of Education and Culture, a representative of the Division for Educational Institutions in the above ministry, an additional representative of the Jerusalem municipality or of the above department.

"Comment: It is possible that in due course, the Central Committee for Jerusalem will be joined by similar committees (for the Jerusalem "corridor," for Beit-Shemesh, etc.) and they will form together "a Supreme District Committee for Education". The local Central Committee the Supreme District Committee and the bodies which are suggested below, if they succeed in their work, may serve as a model and similar bodies will be established in other areas.

"b) The city will be divided into areas - according to social, economic, cultural and other criteria; or schools will be grouped according to common problems or otherwise; and Area Committees or Group Committees (or others; it will be necessary to decide upon a suitable title) will be set up which subject to and parallel to the Central Committee will be working each in its area or its group of schools. The aim is to bring about the co-ordinated activity of educational, cultural and other services within the schools and outside of them - in the neighbourhood, with parents, with youth, etc.

"A plan for the division of the city as above, as well as the makeup of the committees and their spheres of activity, still necessitate a decision. It is proposed that this be done by the Central Committee which will be appointed in the first place under an agreement between the Ministry of Education and Culture and the Municipality of Jerusalem.

"c) In each school, in accordance with its needs, problems, scope, situation and other conditions, an Inter-disciplinary Team will be established, headed by the headmaster, to discuss and deal with problems specific to the school within the framework of the "Area or Group Committee and subject to it. The team too will be expected to act outside of the school as well as inside it. For example, it will deal with supplementary education, counselling and guidance for parents, general communal activities and all that is necessary for the advancement of the school as an educational institution on the one hand and for community centre on the other."